

2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Program authority:	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	February 1, 2017, to May 30, 2018	
Application deadline:	5:00 p.m. Central Time, November 1, 2016	Place date stamp here.
Submittal information:	<p>Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2016 NOV -1 PM 12:15 Document Control Center Grants Administration </div>
Contact information:	Lauren Dwiggin, lauren.dwiggin@tea.texas.gov ; (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
United ISD	240903	JB Alexander High School	
Vendor ID #	ESC Region #	DUNS #	
1746028859	One	0487092990000	
Mailing address	City	State	ZIP Code
201 Lindenwood	Laredo	TX	78045-2429

Primary Contact

First name	M.I.	Last name	Title
Alicia	G	Carrillo	Exec. Dir. Federal Programs
Telephone #	Email address		FAX #
956-473-6259	acarrill@uisd.net		9564736422

Secondary Contact

First name	M.I.	Last name	Title
Edith		Landeck	Director Grants Admin.
Telephone #	Email address		FAX #
956-473-6311	elandeck@uisd.net		956-473-6422

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Roberto	J	Santos	Superintendent
Telephone #	Email address		FAX #
9564736219	rsantos@uisd.net		9567288691

Signature (blue ink preferred)

Date signed
October 21, 2016

Only the legally responsible party may sign this application.

701-16-108-020

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

RFA #701-16-108; SAS #205-17

2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Schedule #1—General Information

County-district number or vendor ID: 240903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)	<input type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 240903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	MOU	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 240903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include <ol style="list-style-type: none"> District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

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Schedule #2—Required Attachments and Provisions and Assurances (cont.)

County-district number or vendor ID: 240903

Amendment # (for amendments only):

- | | |
|-----|--|
| 14. | The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria:
a. Is located on a college or university campus
b. Is a stand-alone high school campus near a college or university campus
c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan) |
| 15. | The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a full-day program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services. |
| 16. | The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be led by a principal or director who is 100% dedicated to the school. |

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Schedule #4—Request for Amendment

County-district number or vendor ID: 240903

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 240903

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 240903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

United ISD started out in 1961 as a school district of about 340 students and has grown into a District serving close to 44,000 students with 42 campuses situated throughout the county. UISD is the second largest District in Region One and the 24th largest district in the state, right on the border with Mexico. UISD remains steadfast in its mission to "Inspire all students to become responsible world citizens by pursuing excellence through life-long learning." Our intent is to continually seek ways to improve and provide consistent, quality instruction for all students in a positive learning environment.

From its inception, UISD has been a trailblazer. UISD made headlines in June of 1964. At that time, state law prohibited students from speaking Spanish in school. Members of the UISD Board of Trustees, and administration, met with Texas Education Agency (TEA) officials and professors of the Foreign Language Department at the University of Texas to design and implement a pioneer bilingual program for first grade. UISD was one of the first districts in the nation to teach Spanish speakers English and English speakers Spanish. Also, for the first time, Texas students were permitted to use their native language on school grounds and in the classroom. The program was the subject of many noteworthy articles and national publications.

UISD continues to blaze trails for all of its students. The hosting campus for this grant, LBJ High School, has very challenging demographics, which include 99.9% Hispanic, 92.1% Economically Disadvantaged, 23.4% Limited English Proficient and 63.6% At-Risk. In order to promote a college-going culture, LBJ was the site for the first ECHS in United ISD. Because of our success rate with students currently attending the ECHS, UISD wishes to expand college offerings by introducing an ECHS for Health Science in an area considered very high demand for our region. Job openings in Health Science for our area for the next ten years are predicted to grow by about 41%. LBJ currently has a pathway in Health Science that we are ready to expand to dual credit offerings. However, this grant opportunity would provide just the impetus to get LBJ on the road to college with the dream of someday becoming a wall-to-wall Early College High School.

We have an established ECHS program that is considered one of the top programs in our Region, even though we are in the infancy stages of the ECHS initiative. This proves that both the District and our Institute of Higher Education are committed to making ECHS successful and will provide all resources necessary to make this a reality. The District looks forward to continue serving our community and will seek and implement better ways to serve its students. Above all, UISD will continue to provide an education to its students that will allow them to use their knowledge and skills to make a positive and lasting impact on the lives of others and themselves, both now and in the future.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 240903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 240903

Amendment # (for amendments only):

Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act

Grant period: February 1, 2017, to May 30, 2018

Fund codes: See Notice of Grant Award (NOGA)

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroll Costs (6100)	6100	\$216000	\$	\$216,000	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$56162	\$	\$56,162	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$127383	\$	\$127,383	\$
Total direct costs:			\$400,000	\$	\$400,000	\$
3.834% indirect costs (see note):			0	\$	0	\$
Grand total of budgeted costs (add all entries in each column):			\$400,000	\$	\$400,000	\$0

Administrative Cost Calculation

Enter the total grant amount requested:

\$400,000

Percentage limit on administrative costs established for the program (10%):

× .10

Multiply and round down to the nearest whole dollar. Enter the result.

\$40,000

This is the maximum amount allowable for administrative costs, including indirect costs:

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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RFA #701-16-108; SAS #205-17

2016–2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 240903

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
Academic/Instructional					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator	1		\$156,000	\$0
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor	1		\$60,000	\$0
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$216,000	\$0
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$	\$
26	6119	Professional staff extra-duty pay		\$	\$
27	6121	Support staff extra-duty pay		\$	\$
28	6140	Employee benefits		\$	\$
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$216,000	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 240903

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Cost Share
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Cost Share
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 240903

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Cost Share
6300	Total supplies and materials that do not require specific approval:	\$56,162	\$0
Grand total:		\$56,162	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 240903		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Cost Share
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$	\$
	Specify purpose:		
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 240903

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2	Chromebooks	100	\$277	\$55,488	\$0
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19	3D Digital Anatomy Table w/Library	1	\$72,350	\$72,350	\$0
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$127,838	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 240903

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total campus enrollment:			2,686	
Category	Number	Percentage	Category	Percentage
African American	1	0%	Attendance rate	91.4%
Hispanic	2,684	99.9%	Annual dropout rate (Gr 9-12)	3.2%
White	1	0%	Students taking the ACT and/or SAT	44.6%
Asian	0	0%	Average SAT score (number value, not a percentage)	1203
Economically disadvantaged	2473	92.1%	Average ACT score (number value, not a percentage)	16.2
Limited English proficient (LEP)	628	23.4%	Students classified as "at risk" per Texas Education Code §29.081(d) 1,708 students	63.6%
Disciplinary placements	176	6.1%	State assessment data Met standard, exceeded all subjects	38%

Comments

TAPR 2014-2015 Campus met standard, and received a Distinction in Post-secondary readiness.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	4	2.4%
Hispanic	154.4	91.8%	Bachelor's degree	132.3	78.7%
White	7.9	4.7%	Master's degree	30.8	18.3%
Asian	5.7	3.4%	Doctorate	1	0.6%
1-5 years exp.	40.1	24.1%	Avg. salary, 1-5 years exp.	\$48,951	N/A
6-10 years exp.	49	29.2%	Avg. salary, 6-10 years exp.	\$50,904	N/A
11-20 years exp.	48.2	28.7%	Avg. salary, 11-20 years exp.	\$52,834	N/A
Over 20 years exp.	17.7	10.5%	Avg. salary, over 20 years exp.	\$61,446	N/A

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 240903

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	0	0	0	0	100	0	0	0	100
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program. **N/A, all teachers to be served with District funds**

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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Schedule #13—Needs Assessment

County-district number or vendor ID: 240903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The United ISD needs assessment team involved a variety of district level personnel including the Associate Superintendent for Curriculum and Instruction, the Executive Director for Federal Programs, the Director of Career and Technology Education, and the Director of Grants Administration. This team followed best practices and undertook a review of the organization's mission and goals as a starting point. The needs assessment team identified the United Independent School District's 2016-2017 mission statement: UNITED, we inspire all students to become responsible world citizens by pursuing excellence through life-long learning. The district's goals set in place to reach their mission are: 1. Student Achievement: provide consistent quality instruction for all students, resulting in improved student achievement; 2. A Safe and Nurturing Environment: provide a safe, nurturing, positive, and secure learning environment for students and staff; 3. Family and Community Engagement: Promote community partnership and parent involvement; 4. Human Capital: To ensure employee recruitment, development, support and retain effective teachers, principals, and other instructional staff; and 5. Operational Effectiveness and Efficiency: Ensure that the District is fiscally accountable and efficient.

The needs assessment team then reviewed available student, campus, and district demographic, financial, and achievement data as well as the projected workforce needs for the region and at the statewide targeted occupations board areas in the Texas Workforce Commission. Additionally, student participation in Career and Technical Education courses were reviewed as were short-term industry trends and current job postings. Finally, an overview of the goodness-of-fit between grant and district goals was conducted.

It is important to understand that United ISD is located along the Texas-Mexico border, and as such is home to one of the largest land ports in the USA. Interstate Highway 35 links crosses from the US into Mexico at Laredo, and it is a major route for cargo, drugs, human smuggling, and narco-dollars. United ISD serves approximately 44,000 students in an area 2,442 square miles, roughly the size of the state of Delaware. The United district is headquartered in Laredo and includes most of Webb County, and various colonia areas that are outside city limits and often lack water/sewer connections, electricity, indoor plumbing, and paved roads. Laredo is at least three hours by car from the nearest large city (San Antonio to the north, Corpus Christi to the east) and its relative isolation coupled with the lack of a manufacturing base contribute to limited student enrichment opportunities and limited adult employment prospects outside of retail, transportation, the now-depressed oil and gas industry, or the human services sector.

Typical of many cities, Laredo's far south side is an economically depressed area with the majority of families living in poverty. United ISD's southernmost high school is Lyndon B. Johnson High, and it serves colonia students from Rio Bravo and El Cenizo. Many students work to help support their families, and some fall asleep in class having worked all night. Current dual enrollment and ECHS programs at this campus have proven successful to keeping students in class while preparing them for earning a living with a certificate awarded at graduation as well as accumulating college credit at no cost while still in high school.

At the same time the industry trends for employment opportunities show high growth in the Biotechnology & Life Sciences areas. According to WorkForce Solutions for South Texas, the Health Care and Social Assistance segment of the industry are expected to grow by 40.8 percent in the next 10 years. Current work force meetings with employers and industry leaders have shown that the Health Care fields are facing the greatest unmet potential need for this area in the coming years. For these reasons the Needs Assessment Team found that a Biotechnology and Life Sciences Innovative Academy Early College High School at LBJ ("BLSIA ECHS") would be most beneficial to our students and our community. The BLSIA ECHS will be initiated with the program of study for the Nursing Assistant. It is intended that the BLSIA ECHS may be expanded to cover other programs of study that are highly needed in our area, to include Emergency Medical Technician, and perhaps LVN or RN positions.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 240903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase enrollment in Dual Enrollment/Pre-Advanced Placement and Advanced Placement College Board classes	The proposed Biotechnology and Life Sciences Innovative Academy Early College High School at LBJ ("BLSIA ECHS") will by design increase enrollment in Dual Enrollment/Pre-AP/AP classes by design as detailed in the Articulation Agreement with the Institute of Higher Education, Laredo Community College.
2.	Increase Advanced Academic Performance, Level III Performance, and Distinction Designation	The BLSIA ECHS program will engage highly motivated students in real-world, practical courses of study at the college level resulting in immediate employment possibilities. This is expected to increase advanced academic performance, Level III performance, and distinction designations as a result.
3.	Increase number of students who participate in CTE and who achieve industry recognized certification by 10%	The BLSIA ECHS program has been intentionally designed to increase the number of students who participate in CTE and who achieve industry recognized certification by offering a high interest course of study that will attract students by the promise of increased employability and a strong foundation for further course of study.
4.	Establish a college-going culture	The BLSIA ECHS program will establish a college going culture for students who are still in high school by the very nature of the dual enrollment program. Not only will participants be a part of this culture, they will be role models to other students at the campus who will be able to see their friends going to college and eventually gaining employment in their field.
5.	Contribute to student success by providing training for employment in a high growth industry (that meets a community need) while still in high school	The fact that the BLSIA ECHS program will be in place to prepare students for Nursing Assistant certification and training will contribute to an increased number of health care workers in our community. The ultimate measure of student success is the completion of high school, earning certification, and having gainful employment in their community.

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Schedule #14—Management Plan

County-district number or vendor ID: 240903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	ECHS Coordinator	At least two years classroom experience, secondary teaching certificate, experience in supervising other teachers, strong communication skills, strong data processing skills, ability to work well under stress
2.	ECHS Dean	Classroom experience, secondary teaching certificate, supervisor's or administrator's certifications, experience in supervising other teachers, strong communication skills, strong data processing skills, ability to coordinate with campus/district/college personnel to meet program needs, experience in ECHS issues
3.	Principal	Classroom experience, secondary teaching certificate, administrator's certifications, experience in supervising other teachers, strong communication skills, experience in operating campus
4.	Dir. CTE	Classroom experience, secondary teaching certificate, administrator's certifications, experience in supervising other teachers, strong communication skills, data processing skills, ability to coordinate with campus/district/college personnel to meet program needs, experience with ECHS
5.	Assoc. Supt. C & I	Classroom experience, secondary teaching certificate, administrator's certifications, experience in supervising other teachers, strong communication skills, experience in campus and district operations, program planning and design experience.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Establishment of the BLSIA Early College High School	1. Notice of grant award received	12/06/2016	02/01/2017
		2. Selection of BLSIA ECHS Coordinator	01/05/2017	03/01/2017
		3. Equipment Procurement	02/01/2017	05/30/2017
		4. Consultation with industry partners, IHE	02/01/2017	05/31/2018
		5. Finalization of course of study	02/01/2017	08/01/2017
2.	Recruitment of initial cohort of 100 students	1. Publicize grant award and program	01/05/2017	06/01/2017
		2. Middle school recruitment/application distribution	01/04/2017	01/10/2017
		3. Parent meetings	01/17/2017	01/19/2017
		4. Applications returned to counselors	01/25/2017	01/25/2017
		5. Student cohort chosen from lottery of applications	02/16/2017	02/16/2017
3.	BLSIA ECHS begins initial student instruction	1. Consultation with District/IHE/Industry Partner	03/01/2017	06/30/2017
		2. Instructor selection/program planning finalized	03/01/2017	07/30/2017
		3. BLSIA ECHS instruction begins/ends	08/21/2017	05/31/2018
		4. Student grade monitoring every 3 weeks	08/21/2017	05/31/2018
		5. Student feedback	08/21/2017	05/31/2018
4.	Ongoing program functioning and evaluation	1. Program monthly review	02/01/2017	05/31/2018
		2. Quarterly reporting at district level	02/01/2017	05/31/2018
		3. Program review with IHE and industry partners	02/01/2017	05/31/2018
		4. Monitoring of student attendance and grades	02/01/2017	05/31/2018
		5. District program evaluation	02/01/2017	05/31/2018
5.	Recruitment of second cohort of 100 students	1. Publicize grant award and program	01/08/2018	06/01/2018
		2. Middle school recruitment/application distribution	01/04/2018	01/10/2018
		3. Parent meetings	01/17/2018	01/19/2018
		4. Applications returned to counselors	01/25/2018	01/25/2018
		5. Student cohort chosen from lottery of applications	02/16/2018	02/16/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 240903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The United ISD currently has established processes and procedures in place for monitoring the attainment of goals and objectives. These include oversight by the program staff, campus principals and administration involvement in the program, monitoring of student attendance and grades by counselors and teachers, and multiple avenues for checks and reporting of any shortcomings. All United ISD departments work in conjunction to provide input on program functioning and quick response when issues are identified. These departments include but are not limited to Curriculum and Instruction, High School Education, Career and Technology Education, Federal Programs, Grants Administration, Purchasing, Accounting, and School Improvement. All activities for grant programs have multiple oversight opportunities and strong communication between stakeholders and district staff help monitor programs and attain goals/objectives. Problems are identified, and this info is used to improve program functioning in a feedback-evaluation-improvement loop. Records will be maintained, progress toward program goals and objectives will be documented, performance metrics will be measured and reviewed for efficient program functioning.

The plan for attaining goals and objectives is adjusted when necessary based upon the feedback-evaluation-improvement loop: feedback on the program functioning is provided to staff by the program participants and administrators, and changes are made when necessary based on the feedback; evaluation is made of the program functioning, with areas of improvement noted; improvements will be enacted as soon as practicable, and the program will be continuously monitored. Changes are communicated to administrative staff, teachers, students, parents, and members of the community in an ongoing, as-needed basis by means of meetings, electronic communications, written format with letters/notes home or electronic messaging, and by means of the district's and campus websites. Changes may also be communicated via the district's student advisory committees, DEIC, or parental involvement meetings.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing, existing efforts that are similar or related to the planned project include: the Nursing Assistant's one semester (16 hours) certificate at two high schools, and an existing Early College High School with an Associates in Arts program involving 42 core hours with 18 hours electives. There is also a Health Science Magnet program at a north high school.

United ISD and the BLSIA ECHS will coordinate efforts to maximize effectiveness of grant funds by following a supplement not supplant guideline, and verifying that all grant expenditures are allocable, reasonable, and necessary. All programs function under the supervision of campus principal/CTE/Federal programs staff that works toward avoiding a duplication of services while ensuring that program needs are met.

BLSIA ECHS project participants will remain committed to the project's success by means of careful participant recruitment and selection, academic supports provided to participants, careful monitoring of student's challenges and successes, and the BLSIA ECHS Coordinator having daily, ongoing contact with students and teachers. Issues that have the potential to impede student success or commitment will be addressed immediately by teachers and staff. Grades will be monitored every three weeks through progress reports, report cards, and spot-checking. Counselors and teachers will interact with students in an ongoing basis to pre-empt any wavering commitments. In addition, BLSIA ECHS Coordinator and ECHS Dean will monitor teachers to ensure quality education takes place in a supportive environment, and to make sure that the teachers remain committed to the program and to the students' success.

Sustainability of the project will be sought through additional foundation, local, state, and federal funding to continue the project for years to come. It is our goal that as the project continues through the years that BLSIA ECHS graduates become the best promotional tool for the program, and they inspire others to follow their footsteps.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 240903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Program monthly review	1.	Review notes held by the ECHS Coordinator
		2.	Data analysis and findings
		3.	Documented program adjustments made on the basis of the findings
2.	Quarterly reporting at district	1.	Summary report
		2.	Data analysis and findings
		3.	Documented program adjustments made on the basis of the findings
3.	Monitor student attendance and grades	1.	Student progress reports and report cards
		2.	Student attendance reports
		3.	List of credits earned
4.	District program evaluation	1.	Student grades and credits earned
		2.	Purchase requisitions and program expenditures
		3.	Reports made to Grantor
5.	Program review with IHE and industry partners	1.	Meeting agendas
		2.	Meeting minutes
		3.	Documentation of IHE/Industry partner participation

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The United ISD Director of Career and Technology Education in conjunction with the BLSIA ECHS Coordinator and ECHS dean will be responsible for data collection and performance measurement in order to monitor progress toward the attainment of goals and objectives. Program activities, number of participants served, student level academic data including achievement results and attendance will be collected by the BLSIA ECHS Coordinator using data obtained from the Tyler student attendance and grade reporting system as well as input from the counselors. This information will be collected on a weekly basis with a monthly report compiled and reviewed with the ECHS Dean and the Director of CATE. Issues of concern will be noted and addressed directly with students. UISD Grants Administration will review program functioning, performance measurement metrics, data collection, and expenditures on a quarterly basis to meet the grant reporting requirements as per standard operating procedure and as per the grant guidelines. The findings gleaned from the data collection, performance activities, feedback, and input from stakeholders and community members will be reviewed on a monthly basis by the CATE Director/ECHS Dean/ECHS Coordinator and information will be shared with the Director of Grants Administration, Executive Director of Federal Programs and Associate Superintendent for Curriculum and Instruction. Findings will be used to identify problems with project delivery and corrections will be made to improve program functioning in a feedback-evaluation-improvement loop. Every effort will be made to gather required data in a manner that presents the least burden possible to program staff. Records will be maintained, progress toward program goals and objectives will be documented, performance metrics will be measured and reviewed for efficient program functioning.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 240903

Amendment # (for amendments only):

Statutory Requirement 1: The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

- provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;
- allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;
- include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and
- provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A. The Biotechnology and Life Sciences Innovative Academy Early College High School at LBJ ("BLSIA ECHS") will provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12. The course of study is delineated in a four year plan already in place, that culminates in the final certificate coursework completed upon the student's graduation from high school. Beginning with the 9th grade, students take two college courses (Introduction to Computing and Art Appreciation) for 6 hours of credit. In 10th grade they take four college classes (Medical Terminology, US History I, American National Government, and Texas Government) with 12 hours of credit. Eleventh grade students take 6 classes (Nurse Aid for Health; Body Systems; Speech, English Composition I, English Composition II) for 20 hours of credit. Twelfth graders take 9 classes (American Literature I, Biology for Science Majors with Lab I, Anatomy and Physiology with Lab I, Lifespan Growth & Development, College Algebra, Clinical Nursing Assistant/Aid, and Electrocardiography) for a total of 22 hours of credit, with the result that by the senior year of high school the student has accumulated 60 hours of cumulative credit at the college level.

B. The BLSIA ECHS will allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree. All students are projected to graduate on time within a four year window and the coursework sequence is planned so that the students will complete and receive an Associates of Science at the end of the program. Educational support is provided throughout the program so that students will not fall behind. Any student falling behind will be provided with remediation.

C. The BLSIA ECHS includes an articulation agreement with Laredo Community College to provide participating students access to postsecondary educational and training opportunities at a college, university, or technical school. The planned Associates of Science is a foundational degree that provides a solid stepping stone to further higher education when the student so desires.

D. The BLSIA ECHS provides students flexibility in class scheduling and academic mentoring (TEC §29.908(b)). The instructional calendar for the high school portion of the BLSIA ECHS will be based on the School District calendar and comply with all related TEA regulations for school attendance. The School District will adjust its schedule if necessary to enable BLSIA ECHS students to enroll in and attend the college-level courses provided by the College. The School District and College will coordinate the testing requirements of the students to ensure students may take all required State examinations without penalty. The ECHS calendar may vary from that of the School District in order to best fit the needs of students and reasonably interrelate with the College's academic calendar.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 240903

Amendment # (for amendments only):

Statutory Requirement 1 (continued)

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 240903

Amendment # (for amendments only):

TEA Program Requirement 1: The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

United ISD works very closely with the local WorkForce Development Board. In fact, United ISD's Executive Director of Federal/State Programs has been a board member of the South Texas WorkForce Development Board, representing the public education sector, for the past six years.

A recent presentation by WorkForce Solutions of South Texas cited the latest Labor Market Report dated October 20, 2016. This report indicates that Health Care is the number one projected industry with a 40.8% projected growth rate between 2014-2024. Therefore, this segment was selected as the focus of the BLIAS ECHS program design. The entry-level wage for Healthcare practitioners is \$17.98 per hour. It is the goal of the BLIAS ECHS that students graduate high school with an Associates degree, and while the graduates are working they may pursue further degrees.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 240903

Amendment # (for amendments only):

TEA Program Requirement 2: The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

- Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.
- Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
- Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
- Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
- Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

United ISD has entered into an agreement with three industry partners for the BLIAS ECHS. These partners are: The South Laredo Family Clinic, P.A.; The Area Health Education Center of the Mid Rio Grande Board Area of Texas, Inc.; and Prestige Ambulance Service. Each partner has provided written letters of support verifying that they will:

A. serve as an active member of the Biotechnology and Life Sciences Innovative Academy Early College High School Leadership Team: one representative from each industry partner will be designated as a member of the BLIAS ECHS leadership team, and will provide guidance, consultation, and input to the program on a regular basis.

B. provide in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the the Biotechnology and Life Sciences Innovative Academy Early College High School. Each partner will contribute in-kind value to the program by way of their representation on the Leadership Team, services provided to the BLIAS ECHS in terms of curriculum development, real-world advice, and other services.

C. ensure a liaison that represents the industry partners interacts directly and frequently with the the Biotechnology and Life Sciences Innovative Academy Early College High School staff. Partners will designate one of their staff members to work with BLSIA ECHS staff on a weekly basis to ensure program fidelity and ties to the real world practices currently in place in the industry.

D. actively participate in the development of curriculum for the Biotechnology and Life Sciences Innovative Academy Early College High School in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design. Partners will verify that skills taught in the curriculum are aligned with current market practices and suggest any industry recognized credentialing that is pertinent to our program.

E. assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s). All partners have committed to assisting in the development and implementation of industry experiences for our BLIAS ECHS to participate in during the program so that students are well versed in the health care field prior to their serving patients.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 240903

Amendment # (for amendments only):

TEA Program Requirement 3: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Industry experience is built into the four year coursework curriculum by deliberate design. The pathway will build toward a practicum in Health Science based on the Texas Essential Knowledge and Skills. Industry Experience

The pathway for the Biotechnology and Life Science Innovative Academy includes a clinical rotation course during the senior year which is called Clinical-Nursing Assistant/Aide. The purpose of this course is to provide students with real-work experiences in an actual clinical setting.

Activities include:

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Identifying employment opportunities, technology, and safety requirements in nursing and applying the knowledge and skills necessary to pursue a health science certification.

Employing ethical and legal responsibilities, recognizing limitations, and understanding the implications of their actions.

Participating in extended learning experiences including career and technical student organizations and other leadership or extracurricular organizations.

Accurately reporting information according to facility policies and procedures; demonstrating therapeutic communication skills to provide quality care; and employing therapeutic measures to minimize communication barriers.

Implementing the knowledge and skills of a health care professional necessary to acquire and retain employment. Demonstrating proficiency in medical terminology and skills related to the health care of an individual; developing new problem-solving strategies based on previous knowledge and skills; and evaluating performance for continuous improvement and advancement in health care.

Employing ethical behavior standards and legal responsibilities.

Employing a safe environment to prevent hazardous situations such as integrating regulatory standards including standard precautions and safe patient handling; evaluating hazardous materials according to the material safety data sheets; and applying principles of infection control and body mechanics in all aspects of the health-care industry.

Implementing skills in monitoring individual health status during therapeutic or diagnostic procedures including identifying care indicators of health status; and recording health status according to facility protocol.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 240903

Amendment # (for amendments only):

TEA Program Requirement 4: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Describe the responsibilities of the career counselor. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The responsibilities of the BLIAS ECHS career counselor will perform are:

Guidance Curriculum

1. Plans and promotes lessons to deliver the guidance curriculum effectively and in accordance with student's developmental needs. Example: Seven areas have been identified for the guidance curriculum (self confidence, motivation; decision making, goal setting; planning and problem-solving skills; interpersonal effectiveness; communication skills; crosscultural effectiveness; responsible behavior.) 2. Accurately and without bias, guides individuals and groups of students to promote career, educational, personal and social development. Example: Acquisition of study skills, awareness of educational and career opportunities, and development of social skills.

Responsive Services

3. Counsels individual students with their concerns. Example: Counselor intervenes on behalf of those students whose immediate personal concerns or problems put their personal-social, career, and/or educational development at risk. 4. Provides counseling in small groups. Example: Presents topics for discussion such as academic success, substance abuse, peer relationships, being new to the school, etc. 5. Consults with parents, teachers, administrators, and other relevant individuals to promote student success. Example: Counselors provide consultation to promote understanding of how relationships are affected by students' development, behavior and the environment. 6. Coordinates with school and community personnel to bring together resources to promote student success. Example: Counselors coordinate and/or consult with personnel who are responsible for providing career and educational information. 7. Participates in the process for referral of students to school/district special programs and/or services. Example: Counselors refer or consult regarding the procedures for referral of students with needs for special/targeted educational programs such as gifted, bilingual, students in at-risk situations, special education, and compensatory education.

Individual Planning 8. Guides individual and groups of students through the development of educational, career, and personal plans. Example: Provide assistance in career development activities such as Career Days, transition from one school level to the next, etc. 9. Assists students in academic planning, credit consultation, pre-registration, and registration. Example: Provides information to students and parents concerning the importance of grades and course selection in preparation for high school graduation and college entrance. 10. Assist students in obtaining college and career information. Example: Provides career awareness through community involvement and guidance resources. 11. Assists students and their parents in locating available and appropriate referral sources and maintains cooperative working relationship with these community agencies. Example: Counselor provides information on available community resources to parents, students, guardians, teachers etc.

System Support 12. Provides services which indirectly benefit students, using a planning process to define needs, priorities and program objectives. 13. Evaluates the effectiveness of individual activities and the overall program in meeting desired student outcomes. 14. Pursues continuous professional growth and development. 15. Selects counselor interventions appropriate to students' issues and circumstances. 16. Creates an atmosphere in which confidence, understanding, and respect result in a helping relationship 17. Maintains positive working relationships with other counselors 18. Maintains professional records. 19. Respects the integrity of the student. 20. Assumes other duties as assigned by the Director of Guidance and Counseling and/or Principal.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 240903

Amendment # (for amendments only):

TEA Program Requirement 5: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The United Independent School District's BLSIA ECHS will offer a program of study for Nursing Assistant. This program of study spans secondary, through the Health Science Technology courses normally offered as high school electives and postsecondary education through the four-year plan that will begin in the 9th grade and will culminate in an Associate of Science degree. Additionally, the Associate of Science Degree will articulate into a Registered Nurse degree plan.

The BLIA ECHS includes an appropriate sequence of courses that target the WorkForce Solutions for South Texas Labor Market Report dated October 20, 2016, which showed that Health Care is the top projected segment with a 40.8% projected growth between 2014-2024. Therefore, this segment was selected as the focus of the BLIAS ECHS program design. Healthcare practitioners entry level wage is \$17.98 per hour. It is the goal of the BLIAS ECHS that students graduate high school with an Associates degree, and while the graduates are working they may pursue further degrees.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 240903

Amendment # (for amendments only):

TEA Program Requirement 6: The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Upon graduation from the BLIAS ECHS with an Associates Degree, the student would only need 15 additional courses to complete a RN/Bachelors of Science in Nursing degree at Texas A&M International University, the nearest 4 year university. These courses are: Intro to Psychology; Anatomy and Physiology II with Lab; Introductory Statistics; Chemistry; Microbiology; and the Nursing coursework (Nutrition; Pathophysiology; Transition to Professional Nursing; Health Assessments; Cultural Determinants of Health Behavior; Nursing Leadership and Management; Community Nursing; Nursing Research, and Nursing Electives).

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 240903

Amendment # (for amendments only):

TEA Program Requirement 7: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The leadership team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The leadership team must consist of the following:

- a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director
 - b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
 - c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
 - d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
- Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The BLIAS ECHS will develop and maintain an ECHS Career Preparation Academy Leadership Team that will meet twice a year to address issues of curriculum, school design, and sustainability. All leadership team members will have decision-making authority and report to each member organization or entity. The leadership team will consist of the:

- A. district Superintendent, Associate Superintendent of Curriculum and Instruction, the Executive Director of Federal Programs, the Career and Technical Education Director, the ECHS dean;
- B. the Laredo Community College President, Vice President of Instruction and Student Services, Associate Vice President of Instruction;
- C. Laredo Community College Dean of Health Science/ECHS Liaison; and
- D. Industry Partners: South Laredo Family Clinic P.A., AHEC Mid Rio Grande Border Region, and Prestige Ambulance Service upper management representatives.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 240903

Amendment # (for amendments only):

TEA Program Requirement 8: The applicant must describe a proposed sustainability plan to ensure that the school will continue to meet the goals of the INDUSTRY CLUSTER NAME Innovative Academy ECHS beyond period of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

United ISD is currently home to an existing ECHS in its second year of operation. This program has been recognized as one of the most "solid" ECHS programs in Region I. The district is committed to the Early College initiative and recognizes the need to expand this opportunity to more students district-wide.

While this grant opportunity will provide seed money that is very necessary to assist the District in purchasing equipment for this very specialized area, the District understands that once the money is exhausted, the District will continue to operate the BLSIA beyond the period of the grant program.

A very important partnership that has helped us in establishing an ECHS program is the partnership we have with our IHE, Laredo Community College. Through this partnership, the District does not pay tuition or fees as long as we provide the instructors. This has greatly reduced our costs--which would be significant if we did not have this agreement.

Funding streams that we will use to continue the ECHS programs include Foundation, local, state, and federal grant funding. Additionally, partnerships will be sought to include a four year institution of higher education to better facilitate a student transition from the ECHS to the Associates Degree and onward to a Bachelor's degree. This BLIAS ECHS will be a fully district-funded ECHS in line with the one currently in place.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 240903

Amendment # (for amendments only):

TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping out of school (at risk, economically disadvantaged, English language learners, and first-generation college goers) or who wish to accelerate completion of the high school program, and attempts to serve no more than 100 students per grade level in grades 9-12. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In its currently existing ECHS, United ISD has been employing a performance-blind, open-ended lottery system to select its ECHS cohorts. UISD will continue to employ this system for the BLSIA since this is considered to be the "best practice" for selecting students. Using this lottery system ensures that any student who is interested has the opportunity to apply, including and especially students who are at risk of dropping out of school (at-risk, economically disadvantaged, English language learners, and first-generation college goers) or students who wish to accelerate completion of the high school program.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 240903

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 240903

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 240903

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify) Gang Intervention Facilitators & Positive Behavior Facilitators	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify) Licensed Chemical Dependency Counselors	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 240903

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 240903

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 240903

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 240903

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #20—Outside Sources of Income and Pre-Existing Content

County-district number or vendor ID: 240903

Amendment # (for amendments only):

Part 1: Outside Sources of Income. Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized.**NOTE:** The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary.☒ Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at grants@tea.texas.gov).

#	Grantor	Grant Period	Amount
1			\$
2			\$
3			\$
4			\$
5	Total:		\$

Part 2: Pre-Existing Content. On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds.

The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein.

☒ Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA.

#	Title	Date Developed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

South Laredo Family Clinic, P.A.

Dr. Mateo Reyes

3527 Jaime Zapata Highway, Suite 101

Laredo, Texas 78043

(956) 722-5007

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas, 78701

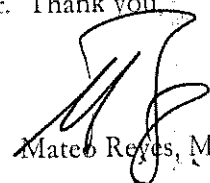
Dear Commissioner Morath,

Please accept this letter as confirmation of my support on behalf of the United Independent School District's application for program funding under the Health Career Industry Cluster Innovative Academy Early College High School to be located at L. B. Johnson High School in south Laredo. I am a native Laredoan, and my goal following medical school was to establish a clinic to serve the needs of the people of Laredo but most especially to have that clinic located in the poor, medically underserved area of the south side. The South Laredo Family Clinic, P.A. currently serves a patient base of over 8,000 with a staff of twenty-two including three nurse practitioners and a physician's assistant.

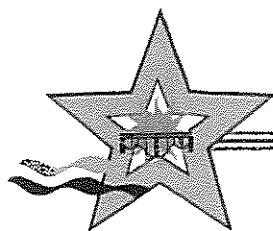
The South Laredo Family Clinic, P.A. (SLFC) will be an industry partner in this endeavor to best support student success, raise industry and career awareness, and increase meaningful career and post-secondary programs that lead to opportunities in high-demand occupations in the Health Care field. The South Laredo Family Clinic, P.A. (SLFC) commits to the following for the grant period:

1. Serve as an active member of the Health Career Industry Cluster Innovative Academy Early College High School Leadership Team.
2. Provide in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the Health Career Industry Cluster Innovative Academy Early College High School.
3. Ensure a liaison that represents the SLFC interacts directly and frequently with Health Career Industry Cluster Innovative Academy Early College High School Health Career Industry Cluster Innovative Academy Early College High School staff.
4. Actively participate in the development of curriculum for the Health Career Industry Cluster Innovative Academy Early College High School to ensure that the curriculum is appropriately aligned to marketable skills in the identified high demand occupations, and may include industry recognized credentialing as part of degree plan design.
5. Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities.

I look forward to working with United ISD as a partner in this most necessary endeavor. Thank you.



Mateo Reyes, M.D.



AHEC Mid Rio Grande Border

(956) 712-0037 • Fax: (956) 712-8601 • www.mrgbAHEC.org

1505 Calle Del Norte, Ste. 430 • Laredo, Texas 78041

October 26, 2016

To Whom It May Concern:

RE: Letter of Support for United Independent School District
Biotechnology & Life Sciences Innovative Academy Early College High School

As Executive Director of the Area Health Education Center of the Mid Rio Grande Border Area of Texas, Inc. (MRGBAHEC), whose mission is to increase the number of health care providers in the South Texas region by supporting educational programs that encourage youth to pursue a higher education and choose a health career, I submit this letter in support of United Independent School District's (U.I.S.D.'s) efforts to create the **Biotechnology and Life Sciences Innovative Academy Early College High School**.

Over the years, I have witnessed UISD's level of commitment to education and I believe U.I.S.D.'s proposed Academy will greatly benefit our community. UISD is the second largest school District in Region One, which includes the South Texas Border area, and is the 25th largest school district in Texas. It serves over 43,600 students. Approximately 3,600 students enroll in Health Science courses yearly, district-wide. Over the last decade, United I.S.D. has seen more than 10,000 new students enroll and continues to grow. Demographics of U.I.S.D. students include: Hispanic, 98.7%; Economically Disadvantaged, 76.7%; English Language Learners, 40.0%; At-Risk for dropping out, 64.4% and Career & Technical Education, 32.8%. The annual graduation rate for U.I.S.D.'s high school CTE students is approximately 96%. According to the latest statistics provided by Workforce Solutions for South Texas, Health Care & Social Assistance is projected to grow by 40.8% from 2014-2024. It is the highest growing industry in our area.

The data above shows the need in our community and UISD's vision to help meet the need is remarkable and I, as a member of the Health Care industry, wholeheartedly support U.I.S.D.'s initiative to provide interested students with an opportunity to graduate from high school with an Associate of Science degree in this industry. As partners with UISD in this endeavor, we look forward to working with UISD in the following areas:

- Serve as an active member of the Biotechnology and Life Sciences Innovative Academy Early College High School Leadership Team.
- Provide some *in-kind* contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing **internships, externships, apprenticeship programs, mentors, or staff to assist with curriculum development** to support relevant and frequent industry experiences for students enrolled in the Health Science Innovative Academy Early College High School.
- **Ensure a liaison that represents the industry partner(s)** interacts directly and frequently with ECHS staff.
- Actively participate in the development of curriculum for the Health Science Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
- Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupations(s).

I ask for your consideration of UISD's grant application and I strongly encourage you to fund this very worthwhile project that will benefit the entire community. I look forward to your favorable response and to partnering with UISD in this endeavor.

Sincerely,

Julie Bazan, MHA
Executive Director

Mercurio Martínez, Jr.
Chair
Board of Trustees

Judith Gutierrez
Vice Chair
Board of Trustees

Julie Bazán, MHA
Executive Director

We link students to health careers,
professionals to educational resources,
and citizens to healthy living.





Alejandro P. Rivera
Prestige EMS Director of Operations
9902 McPherson Suite #6
Laredo, TX 78045

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas, 78701

Dear Commissioner Morath,

My name is Alejandro P. Rivera and I represent EMS Prestige Ambulance Service. Please accept this letter as confirmation of our support for United Independent School District's (U.I.S.D.'s) efforts to create the Biotechnology and Life Sciences Innovative Academy Early College High School to be located at Lyndon B. Johnson High School in south Laredo. I believe U.I.S.D.'s proposed Academy will greatly benefit our community and I am writing to express my full support.

UISD is the second largest school District in Region One, which includes the South Texas Border area, and is the 25th largest school district in Texas. It serves over 43,600 students. Approximately 3,600 students enroll in Health Science courses yearly, district-wide. Over the last decade, United I.S.D. has seen more than 10,000 new students enroll and continues to grow.

Demographics of U.I.S.D. students include: Hispanic, 98.7%; Economically Disadvantaged, 76.7%; English Language Learners, 40.0%; At-Risk for dropping out, 64.4% and Career & Technical Education, 32.8%. The annual graduation rate for U.I.S.D.'s high school CTE students is approximately 96%.

According to the latest statistics provided by Workforce Solutions for South Texas, Health Care & Social Assistance is projected to grow by 40.8% from 2014-2024. It is the highest growing industry in our area.

That is why as a member of the Healthcare industry, Prestige EMS Ambulance Service, wholeheartedly support U.I.S.D.'s initiative to provide interested students with an opportunity to graduate from high school with an Associate of Science degree in this industry.

As partners with UISD in this endeavor, we look forward to working with UISD in the following areas:

1. Serve as an active member of the Biotechnology and Life Sciences Innovative Academy Early College High School Leadership Team.
2. Provide in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the Health Science Innovative Academy Early College High School.
3. Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
4. Actively participate in the development of curriculum for the Health Science Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5. Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupations(s).

I hope you will agree with me that UISD is a worthy recipient of this grant and I eagerly look forward to partnering with UISD in this endeavor.

Sincerely,



Alejandro P. Rivera
Prestige EMS Director of Operations



Laredo Community College

Fort McIntosh Campus

West End Washington St.

Laredo, TX 78040-4395

956.722.0521

www.laredo.edu

South Campus

5500 South Zapata Highway

Laredo, TX 78046

956.794.4000

Dr. Ricardo J. Solis
President

Board of Trustees
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Jackie Leven-Ramos
Trustee

Ernestina "Tita" C. Vela
Trustee

October 27, 2016

Mr. Robert Santos
Superintendent of Schools
United Independent School District
201 Lindenwood Drive
Laredo, Texas 78045

Laredo Community College has the distinct pleasure to write in full support to create United Independent School District's (U.I.S.D.'s) *Biotechnology and Life Sciences Innovative Academy Early College High School*. I believe U.I.S.D.'s proposed Academy will greatly benefit our community and we are fully committed to extend our partnership with you to make this vision a reality.

Laredo Community College is firmly committed to the education reform goals of the Early College movement. The College believes that by transforming area high schools in ways that prepare students for college, ECHS is a proven approach for education innovation that can significantly reduce the overwhelming need for developmental education of first-time-in-college students across our college.

The ECHS alliance will continue to provide the comprehensive support for at-risk students who need preparation to enter college and succeed in high-demand career pathways. Through this partnership, the students served by UISD increasingly will find that post-secondary education and high-demand career opportunities are realities that can be achieved, despite socio-economic background.

The College supports the ongoing efforts of the Early College high school model and looks forward to the achievement of the planned milestone of college graduation. The continued support is a natural extension of the long-standing relationship the school district has enjoyed in both academic and Career & Technical dual credit programming. The Early College model partnership has been a tremendous opportunity for the College to collaboratively expand the value of the innovative ECHS model to students at UISD. To help foster the success of the ECHS design, Laredo Community College will honor the commitments made in the Memorandum of Understanding (MOU) developed in collaboration with UISD.

On behalf of Laredo Community College and our Board of Trustees, we support the proposed ECHS partnership with UISD, and hope your designation application receives careful consideration from the Texas Education Agency.

Sincerely,

Dr. Ricardo J. Solis
President

Biotechnology and Life Sciences Innovative Academy Early College High School
(BLSIA)
Memorandum of Understanding
Between

Laredo Community College and
United Independent School District

The LAREDO COMMUNITY COLLEGE (herein referred to as "LCC") and United Independent School District (herein referred to as the "School District"), acting by and through their Board of Trustees, enter into the following contract for the creation of the Laredo Community College - United ISD Biotechnology and Life Sciences Innovative Academy Early College High School (herein referred to as the "BLSIA") as of October 28, 2016. Collectively the parties are referred to as "Parties."

The purpose of this agreement is to outline the collaboration of the partners, as listed above, in creating a Biotechnology and Life Sciences Innovative Academy (BLSIA) Early College High School (ECHS) "School within a school" model that provides the opportunity for students in United ISD to either attain an Associates Degree, college hours in the Core curriculum or semester certificates. Students in the BLSIA ECHS will include a targeted segment of students that includes subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency or who have failed a state-administered assessment. The target segment will also include students who are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African/American, Hispanic).

An Early College High School prepares high school students for successful career and educational futures through integration of high school and college courses for preparing students for the world of work. During their attendance at the ECHS, students will develop the knowledge and skills necessary to become critical thinkers, problem solvers and successful members of our community. Students graduating from the ECHS will have a significant advancement on their paths towards their baccalaureate degree.

Subject to approval of the ECHS application by the Texas Education Agency ("TEA"), any additional approvals that may be required from the Texas Higher Education Coordinating Board ("THECB"), and annual approval as required by law or by TEA and/or THECB, the term of this MOU shall commence upon the date that the second of the Parties has signed this MOU ("Commencement Date") and shall require an annual review beginning October 2016. Notwithstanding the foregoing, both Parties acknowledge and agree that a condition precedent to a Party's signing the MOU is approval of the Agreement by that Party's governing board. Upon mutual written agreement by the Parties and approval as may be required by the Parties' governing boards, TEA, and THECB, the renewal will be extended annually ("Renewal Term"). As used in this MOU, the term "Term" shall mean the Initial Term. The Initial Term may be extended by the Renewal Term, or such shorter period of time in the event of termination of this MOU.

1. LOCATION OF EARLY COLLEGE HIGH SCHOOL

The BLSIA Early College High School will be located on the campus of Lyndon B. Johnson High School.

2. The parties agree to operate the ECHS in compliance with the applicable federal, state, and local laws, implementing regulations, executive orders, and interpreting authorities, including, without limitation: (a) the following federal statutes as may be amended: Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1974; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; the Americans with Disabilities Act; the Family Educational Rights and Privacy Act of 1974 ("FERPA"); Title IV of the Higher Education Act of 1965; and Individuals with Disabilities in Education Act; (b) the Texas constitution; (c) applicable provisions of the Texas Education Code, including, without limitation, Section 29.908 and Chapter 39; (d) State and federal laws regarding the reporting of any and all alleged child abuse, school-related crimes, and sexual molestation of students; (e) State record retention laws; (f) applicable provisions of Title 19 of the Texas Administrative Code, including, without limitation, Chapter 4, Subchapters D and G; Section 102.1091; and Chapters 110- 125; (g) TEA guidelines and requirements, including the Student Attendance Accounting Handbook ("Attendance Handbook") and the Financial Accountability System Resource Guide; (h) Texas Higher Education Coordinating Board ("THECB") guidelines and requirements, including, without limitation, course conformity in accordance with the Lower Division Academic Course Guide Manual ("LDACGM") and the Workforce Education Course Manual ("WECM"); and (i) The Parties agree to operate the ECHS in compliance with applicable College and School District board policies and procedures and policies and procedures that may be agreed upon by the Parties and approved for the ECHS. The Parties agree to comply with all assurances in the Program application submitted to TEA and any additional requirements for the Program adopted by the THECB. The foregoing as set forth in this Section 2 and any other laws, rules, and guidelines applicable to the subject matter of this MOU, including, without limitation, the requirements of accrediting authorities, collectively, shall be referred to as "Applicable Law" when used therein.

3. GOVERNANCE

- A. The BLSIA ECHS established under this agreement will be governed by Applicable Law. The School District will take the lead in any reporting requirements to TEA and/or the THECB and will serve as the fiscal agent. The College will take the lead in notifying and/or preparing prospectus documentation for substantive changes to Southern Association of Colleges and Schools.
- B. A BLSIA ECHS Planning Committee will meet as frequently as needed prior to implementation to plan for the process and MOU development. The Committee

shall be equally representative of the College and the School district.

- C. An BLSIA ECHS Leadership Council shall meet at least yearly, or as mutually agreed to by both parties, to review and evaluate the BLSIA ECHS's effectiveness. It will leverage opportunities for fund development, innovative projects, and overall sustainability. It will consist of the LCC President, Dean of Arts and Sciences, LCC Board Representative(s), and the School District's Superintendent, Associate Superintendent of Curriculum and Instruction, the ECHS Director, UISD Board representative(s), and other appropriate personnel as identified by both parties.
- D. A BLSIA ECHS Steering Committee will meet at least quarterly, or as mutually agreed to by both parties to evaluate instructional and programmatic activities, identify problems, issues and challenges that arise; and make recommendations regarding more effective coordination and collaboration. The Steering Committee will make reports, at least annually, to the parties' respective boards. The Steering Committee will consist of School District cabinet level leadership to include the Associate Superintendent of Curriculum and Instruction, the Executive Director of High School Education, the CTE Director, the ECHS Director, the ECHS Principal, the College President, the LCC Dual Credit Liaison and other appropriate personnel as identified by both parties.

4. MARKETING AND CO-BRANDING

In exchange for its contribution to the partnership, the College reserves the right to be co-branded as follows:

- A. The full name "Laredo Community College" is to be included in the official title/name of the BLSIA ECHS; for example: "Laredo Community College - United ISD."
- B. The logo and full name "Laredo Community College" are both to be included in all marketing, advertising, social media, print media, and/ or new media pertaining to the BLSIA ECHS.
- C. The logo and full name "Laredo Community College" are to be included in areas designated by the LBJ campus as appropriate.

5. PARENTAL INVOLVEMENT AND OUTREACH

- A. The School District will be the lead on parental involvement and outreach efforts to ensure parents understand the BLSIA ECHS concept, and that students are earning college courses which may have long-term ramifications on their college careers and federal financial aid eligibility, that high-level behavior and academic standards are expected of BLSIA ECHS students, and that parents are expected to be involved in the program.
- B. School District personnel, counselors, and administrators will be responsible for

all communication with parents. The College personnel will not be expected to communicate with parents.

6. BUILDING A COLLEGE CULTURE

The school District and College will establish a learning community that blends high school and college, instilling a college-going culture among the participating students. Students will be aided to:

- A. Develop a four-year high school graduation plan and a post-secondary plan;
- B. Gain college-readiness skills through academic and social-emotional support structures identified by the School District and College and provided by the School District including, but not limited to tutoring, advising, and a Summer Bridge;
- C. Participate in dual credit classes for which students receive both high school and college credit; and
- D. Have access, at least six times per year, to the same services and facilities as regular college students, including but not limited to the use of the library, computer labs, study rooms, science labs, student services, bookstore, and food services.

7. RECRUITMENT

- A. The School District will recruit 8th graders beginning no later than January of each year. The recruitment process will include, but is not limited to, a website that will provide recruitment and admission information; the distribution of recruitment/admission packets; and information meetings to explain the opportunities and commitment required of BLSIA ECHS students. Information will be presented in a bilingual mode.
- B. The maximum for the cohort will be 100. Students cannot be added to the cohort following enrollment in the 9th grade.
- C. The School District and College will establish a set of expectations for the cohort seeking the Associate's Degree to be shared with students and parents.

8. CURRICULUM

- A. The BLSIA ECHS shall administer a Texas Success Initiative (TSI) college placement exam (in Reading, Writing and Math) to 8th graders wishing to apply to the BLSIA ECHS to design individual instructional plans and to enable students to begin taking college courses as soon as they are eligible. The school district will pay for the cost of the TSI.
- B. The School District and College will develop an articulated four-year course of

study that meets the requirements of Applicable Law and represents high levels of rigor, acceleration, and support. The course of study will allow students to transition from a majority of high school classes in grades 9 and 10 to a gradual integration into college level classes during grades 11 and 12. The College Liaison and the Director will be responsible for working with BLSIA ECHS faculty to develop and refine a clear and coherent academic program across the two institutions for curriculum alignment. Through the BLSIA ECHS counselor(s), each student will receive advising on the Public Service high school endorsement and Laredo Community College. Each student will develop a high school graduation and college degree plan.

- C. The School District will be responsible for any college preparatory boot camp/bridge programs required for BLSIA ECHS students. Students enrolled in these prep courses will not earn college credit toward a degree. The College will designate personnel to monitor the quality of instruction in order to ensure compliance with all Applicable Law.
- D. Within the BLSIA ECHS framework, students may earn the Distinguished Level of Achievement High School Program diploma within a four-year time frame and 60 credit hours towards an Associate degree. The primary emphasis is on the Core Curriculum requirements for an Associate of Science (AS) degree. Students will earn college-level credit toward a Level I Certificate in the Nursing Assistant program with possible future expansion into the Emergency Medical Technician program. The academic plan must follow the courses and sequences defined in the program plans. Such courses shall have been evaluated and approved through the official College curriculum approval process and shall be taught at the College level.
- E. The College is responsible for involving full-time teaching faculty in the process of selection and implementing College courses. This includes ensuring that course goals and standards are understood, and that the same standards of expectation and assessment are applied where College courses are offered, to include departmental exams and student learning outcomes. Students will participate in college-level work and may be subject to material deemed college level. The department chairs and associated Deans or appropriate administrators will monitor the quality of instruction in order to assure compliance with the Course Articulation Agreement and the standards established by Applicable Law, the College, and the School District.
- F. The School District will provide all course materials at no cost to the student, including: high school and college textbooks, syllabi, course packets, and other supplemental materials.
- G. The college will maintain the same Instructional materials and editions for dual credit courses taught at the ECHS campus for a minimum of four years. The school district will purchase the texts for all dual credit courses used in the ECHS.

- H. The School District shall be responsible for ensuring that high school curriculum courses will meet the requirements of the Texas Essential Knowledge and Skills and all other Applicable Laws applicable to Texas independent school districts and that students are able to meet all high school graduation requirements, including all End of Course examinations, while earning college credit. The School District will be responsible for monitoring and ensuring the quality of instruction for the solely high school credit courses offered at School.
- I. BLSIA ECHS students must meet all of the basic skills and other prerequisites for any college-level course. Based on such assessment, the College Liaison and the Director and/or Counselor will determine the forms of assistance and remediation that may be needed by a student prior to the student's enrollment in a given college-level course.
- J. In the event that a student fails a course, any tuition and applicable fees will be the responsibility of the School District. Additionally, the school district will cover fees for retakes as per district guidelines.
- K. The School District and the College will ensure that technology requirements are met by Parties for both access to courses and management of student information.

9. FACULTY

- A. All instructors teaching courses for college credit must meet the College's academic requirements as outlined by the accrediting authority Southern Association of Colleges Commission on Colleges (SACCCOC) Faculty Credentialing requirements. All instructors will be approved as "adjunct Instructor" faculty status by the College prior to teaching dual credit courses.
- B. The School District will provide the instructors for all college courses taught at the BLSIA ECHS. Instructors will be either high school teachers with the necessary academic requirements or instructors Identified by the College. If the instructors are identified and provided by the college, the School District will pay adjunct faculty compensation (See Addendum A). The School District is encouraged to hire teachers who meet the requirements for teaching college courses and/or provide incentives to have instructors earn the college hours required for qualification, and should coordinate eligibility with the College. Students seeking the Associate's Degree will be enrolled in dual credit courses in the junior and senior year in the following order of preference: 1) face-to-face at the college, 2) face-to-face on the high school campus, or 3) online with a facilitator on the School campus. Students seeking college hours toward a certificate may access college courses on the college campus or at the BLSIA ECHS campus, as agreed to by both Parties.
- C. BLSIA ECHS faculty teaching dual credit classes will be evaluated annually by the School District and/or the College. Student evaluation of instruction will be a part of the evaluation process.

10. BLSIA ECHS CALENDAR

The instructional calendar for the high school portion of the BLSIA ECHS will be based on the School District calendar and comply with all related TEA regulations for school attendance. The School District will adjust its schedule if necessary to enable BLSIA ECHS students to enroll in and attend the college-level courses provided by the College. The School District and College will coordinate the testing requirements of the students to ensure students may take all required State examinations without penalty. The ECHS calendar may vary from that of the School District in order to best fit the needs of students and reasonably interrelate with the College's academic calendar.

11. ACADEMIC POLICIES

- A. The academic policies of the School District and College shall apply to all students enrolled in the BLSIA ECHS as applicable.
- B. BLSIA ECHS students are expected to meet academic standards for dual credit coursework. Semester grades and grading policies shall be outlined in each instructor's course syllabus. Grades are awarded on a 4.0 scale at the College. High school grades will be computed from letter grades earned in College classes. ECHS students will be informed by the instructor of academic progress/grade status at mid-semester and prior to the Last Day to Drop. Students struggling to maintain a passing grade will be advised by the instructor or the high school counselor to withdraw from the College course in order to avoid future problems related to admissions, financial aid, and scholarships. Withdrawal from the College course does not result in a withdrawal from the high school course. The ECHS personnel are responsible for advising ECHS students concerning academic progress in high school and college courses. Faculty will follow the College policies for Early Alert and grade posting. The ECHS staff and the College liaison are responsible for monitoring these actions.
- C. Students who fail to maintain a cumulative grade point average (GPA) of 2.00 (C average) are considered scholastically deficient and can be placed on early academic alert, mandatory intervention or academic suspension as appropriate by the College or ECHS. Grade policies are accessible on the College's eCatalog website.

12. PROFESSIONAL DEVELOPMENT

The College and School District will provide professional development opportunities to its own employees plus cross-over learning and collaboration will be planned and implemented by the Director and College Liaison. The College will provide professional development in critical thinking, leadership, and student engagement.

13. STUDENT ATTENDANCE POLICIES

BLSIA ECHS students are required to maintain regular and punctual attendance in class and laboratories to meet the required number of contact hours per semester. Absences, dismissal of classes, and early release (except in emergency or inclement weather or when related to state-mandated assessment days) are prohibited.

14. STUDENT CONDUCT

BLSIA ECHS students are required to adhere to School District and College policies, procedures, and regulations regarding facilities and equipment usage and both School District and College codes of student conduct. All disciplinary action, including suspension and dismissal from ECHS, shall be in conformity with the Codes of school conduct of the parties. In the event of a conflict between the policies of the School District and College, the Parties will collaborate to resolve any conflict.

15. STUDENT ASSESSMENT

All BLSIA ECHS students are required to participate in required state, national and federal assessments, which will be administered by the ECHS staff. The College agrees to make accommodations in course scheduling and attendance so that ECHS students are not penalized in their college credit courses for their participation in the required state, national and federal assessments.

16. STUDENT RECORDS

In accordance with Applicable Law, the School District will maintain student records pertaining to BLSIA ECHS and provide to the College copies of the grades, progress, and other informational data on student assessment, promotion, retention, award of diplomas, and other student data necessary and advisable for the College to perform its obligations under this MOU. Both parties will be responsible for maintaining student records and records pertaining to the Program in conformity with the Texas Record Retention laws. Each Party designates the other Party as its agent with a legitimate educational interest in students' education records for purposes of FERPA. Both Parties shall institute policies and procedures reasonably designed to ensure that its employees and agents comply with these and all other federal and state laws governing the rights of BLSIA ECHS students with respect to educational records, and shall protect student education records against accidental or deliberate re-disclosure to unauthorized persons.

17. STUDENT SUPPORT SERVICES

- A. Both parties will identify and collaborate on measures to assist those students who may not be performing satisfactorily to succeed. The BLSIA ECHS will provide academic and counseling support to the BLSIA ECHS's students and their parents and work with the College Liaison in the areas of test preparation, remediation, and the development of an integrated support system for BLSIA ECHS students

across the two institutions. Students will receive the same or similar tutoring and other academic support as provided for other students.

- B. The College Liaison will work to inform the BLSIA ECHS administration of students with excessive absences and academic concerns in college-level courses during the Early Alert and mid-term periods to provide for intervention for success. To promote academic success, the parties will provide counseling and academic support services as may be needed. The BLSIA ECHS counselor and Liaison will work to ensure BLSIA ECHS students receive pertinent information regarding higher education, financial assistance, and assistance waivers for tuition and fees. Each Party will assist families as they complete initial application and enrollment in the respective organizations' processes. The College will assist with registration for all students who are qualified to enroll in College courses.
- C. The Director and College Liaison will develop procedures for advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.

18. EXTRACURRICULAR ACTIVITIES AND STUDENT ENGAGEMENT ACTIVITIES

- A. The School District may allow students to participate in high school activities as long as participation does not interfere with academic requirements of the BLSIA ECHS.
- B. To reinforce the college-going culture, students may participate in age-appropriate activities on the college campus such as clubs and organizations, theatre performances, student activities, and other academic activities as long as participation does not interfere with the academic requirements of the BLSIA ECHS.

19. TRANSCRIPTION OF COLLEGE CREDIT

College credit for each BLSIA ECHS student appears on the College transcript as students complete each college course. Transcription of college credit is the responsibility of the College and transcription of high school credit is the responsibility of the School District. The School District determines how the college grades will be recorded in the high school transcript for GPA and ranking purposes. The School District staff ensures parents are aware and knowledgeable of this and other procedures regarding transcriptions of grades.

20. PROGRAM EVALUATION

- A. The School District and the College will develop a plan for evaluating and improving the BLSIA ECHS program each year based on collection of data, including but not limited to: disaggregated attendance and retention rates; GPA of high-school-credit-only courses and college courses; satisfactory progress in college courses; state assessment results; SAT/ACT, PSAT scores; TSI readiness by grade level; qualifications of BLSIA ECHS staff; and adequate progress

toward the college-readiness of the students in the program.

- B. As the BLSIA ECHS scales up to full implementation, the School District and the College will develop a plan for implementing program improvements based on the collection and review of data, including but not limited to: articulation of high school students in four-year colleges/universities and level of entry; enrollment/retention rates, leaver codes, and attrition rates, by grade level; student participation in activities at IHE.

21. FISCAL MATTERS

- A. BLSIA ECHS students will not be charged for tuition and fees and the School District will cover costs when the student is repeating a course due to failure. Tuition and fees will be agreed upon and will be provided as Addendum A, which will be reviewed annually or as needed.
- B. The School District will provide remedial or developmental courses and/or support as needed.
- C. The School District will provide all instructional materials.
- D. The School District will act as the fiscal agent for purposes of this MOU.
- E. Any transportation to and food services at the college will be provided by the School District.
- F. All personal fines, late fees, parking tickets, etc. incurred by a student on the college campus are the student's individual responsibility. The parties will determine a process for informing the School of such charges.

22. TRANSPORTATION

The School District will provide for student transportation to and from the School as required, as deemed necessary, and as appropriate under State law and School District rules and procedures. The School District will also provide transportation for all BLSIA ECHS field trips.

23. STUDENT DIRECTORY INFORMATION

Upon enrolling in the BLSIA ECHS, each student's directory information will become part of the College's student directory information as that term is defined by the Family Educational Rights and Privacy Act ("FERPA") and each student's information will remain subject to the Texas Public Information Act. Students may request that information not be included.

24. TERMINATION OF THE MOU

Either party may terminate this MOU through 90 days written notice to the other party. In

the event of termination, the Steering Committee will prepare an agreeable plan of dissolution in accordance with all Applicable Laws to be submitted and approved by the Leadership Council. In the event of termination, the 11th and 12th grades will continue operation through scheduled graduation. The 9th and 10th grades will return to the high school.

APPROVED BY THE BOARD OF TRUSTEES ON ____, _____, 20__.

Roberto J. Santos
UISD Superintendent

Dr. Solis
LCC President

Ricardo "Rick" Rodriguez
UISD Board President

Judge Mercurio Martinez
LCC Board President

ATTESTED:

Aliza Flores Oliveros
UISD Board Secretary

LCC Board Secretary

ADDENDUM A

Laredo Community College – United ISD Early College High School
Memorandum of Understanding
Tuition and Fee Addendum

The following fee structure would be used for the Early College High School Students should United Independent School District not have the teachers to teach within the Early College High School.

1. \$50.00 per credit hour for tuition. A three-hour course would entail a tuition cost of \$150.00 dollars. (\$150.00 dollars)
2. \$15.00 flat matriculation fee paid each term per student. (\$15.00 dollars)
3. \$10.00 per semester credit hour for technology (\$30.00 dollars)
4. \$10.00 per semester credit hour for instructional support (\$30.00)
5. \$45.00 flat fee per semester dual enrollment student service fee.
6. This would bring the total cost for a three hour course to \$270.00 dollars and for a four hour course to \$320.00

If United Independent School District provides teachers who meet the required qualifications to serve as adjunct teachers of the College while teaching in the Early College High School, no tuition or fees would be charged for students enrolled in the Early College High School.